Our new accountability system has two overarching objectives

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Growth for all students, every year

and

Faster growth for those students who are furthest behind

Beliefs
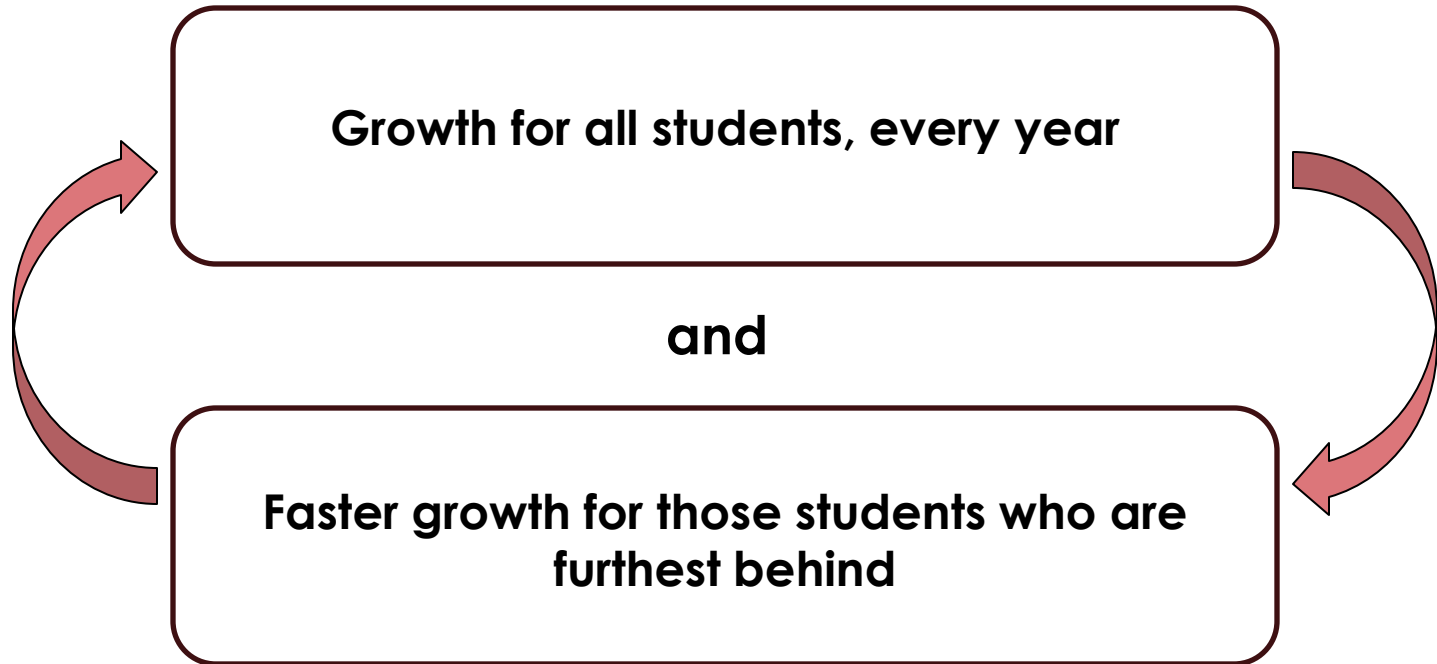
- All Students can learn and demonstrate growth (ALL means ALL)

- Specialized Instruction (IDEA, ELL and Title) is a continuum of services (not a place)

- Relationships and Collaboration (Tearing down silos of education) so stakeholders will focus on decisions that are best for all children

- Responsibility and accountability in teaching and supporting ALL students

- Strong Leadership at all levels is essential in an inclusive environment that supports ALL students

- High quality professional learning empowers all stakeholders and builds capacity for the success of ALL Students

- From RTI² to Instructionally Appropriate IEP's-skill specific and student centered.

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Improving Student Outcomes

- Prevention

- Intervention

- Achievement

- Outcomes

- Exit

Policy Change

- As of July 1, 2014, RTI^2 will be the framework used by teams to identify a student with a Specific Learning Disability.

- Final reading approval from State Board of Education was June 21, 2013.

Tennessee RTI² Model

Guiding Principles
► Leadership
► Culture of Collaboration
► Prevention & Early Intervention
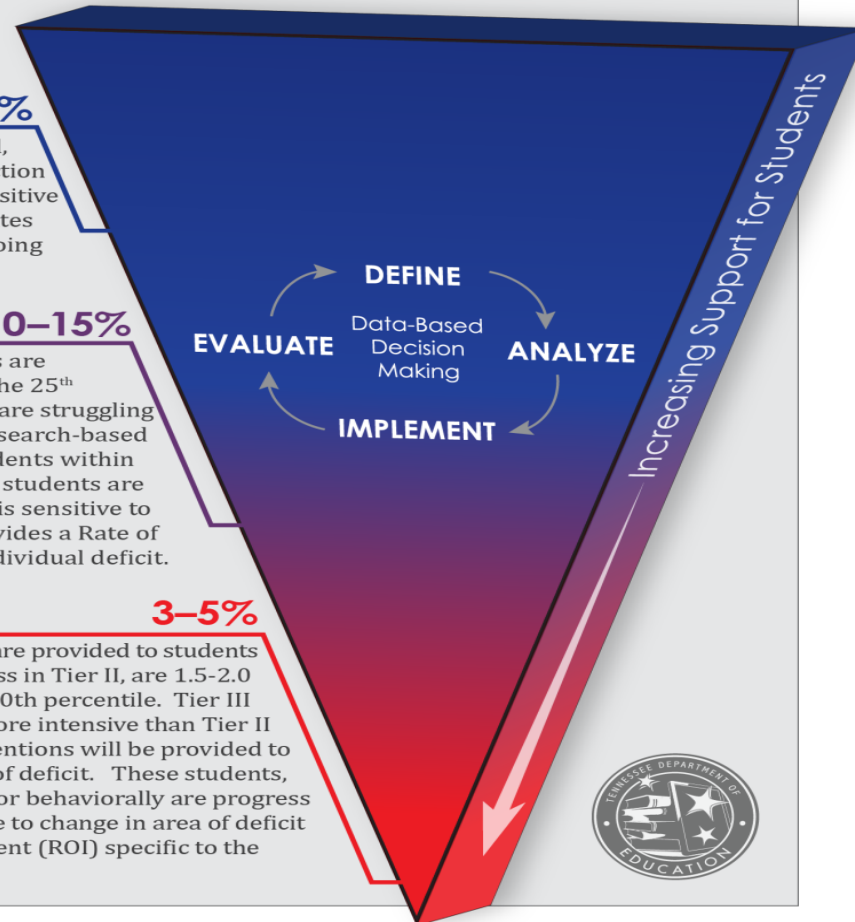
TIER I All   80–85%

ALL students receive research-based, high quality, general education instruction using Common Core Standards in a positive behavior environment that incorporates ongoing universal screening and ongoing assessment to inform instruction.

TIER II Some   10–15%

In ADDITION to Tier I, interventions are provided to students that fall below the 25th percentile on universal screening and are struggling academically and/or behaviorally. Research-based interventions will be provided to students within their specific area(s) of deficit. These students are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

TIER III Few   3–5%

In ADDITION to Tier I, interventions are provided to students who have not made significant progress in Tier II, are 1.5-2.0 grade levels behind or are below the 10th percentile. Tier III interventions are more explicit and more intensive than Tier II interventions. Research-based interventions will be provided to students within their specific area(s) of deficit. These students, who are struggling academically and/or behaviorally are progress monitored using a tool that is sensitive to change in area of deficit and that provides a Rate of Improvement (ROI) specific to the individual deficit.

DEFINE
Data-Based Decision Making
EVALUATE
ANALYZE
IMPLEMENT

Increasing Support for Students

TENNESSEE DEPARTMENT OF EDUCATION

Tier I

Core Instruction 80–85%

▶ High quality instruction aligned to Common Core Standards

▶ Instructional decisions driven by ongoing formative assessment

▶ High quality professional development and support
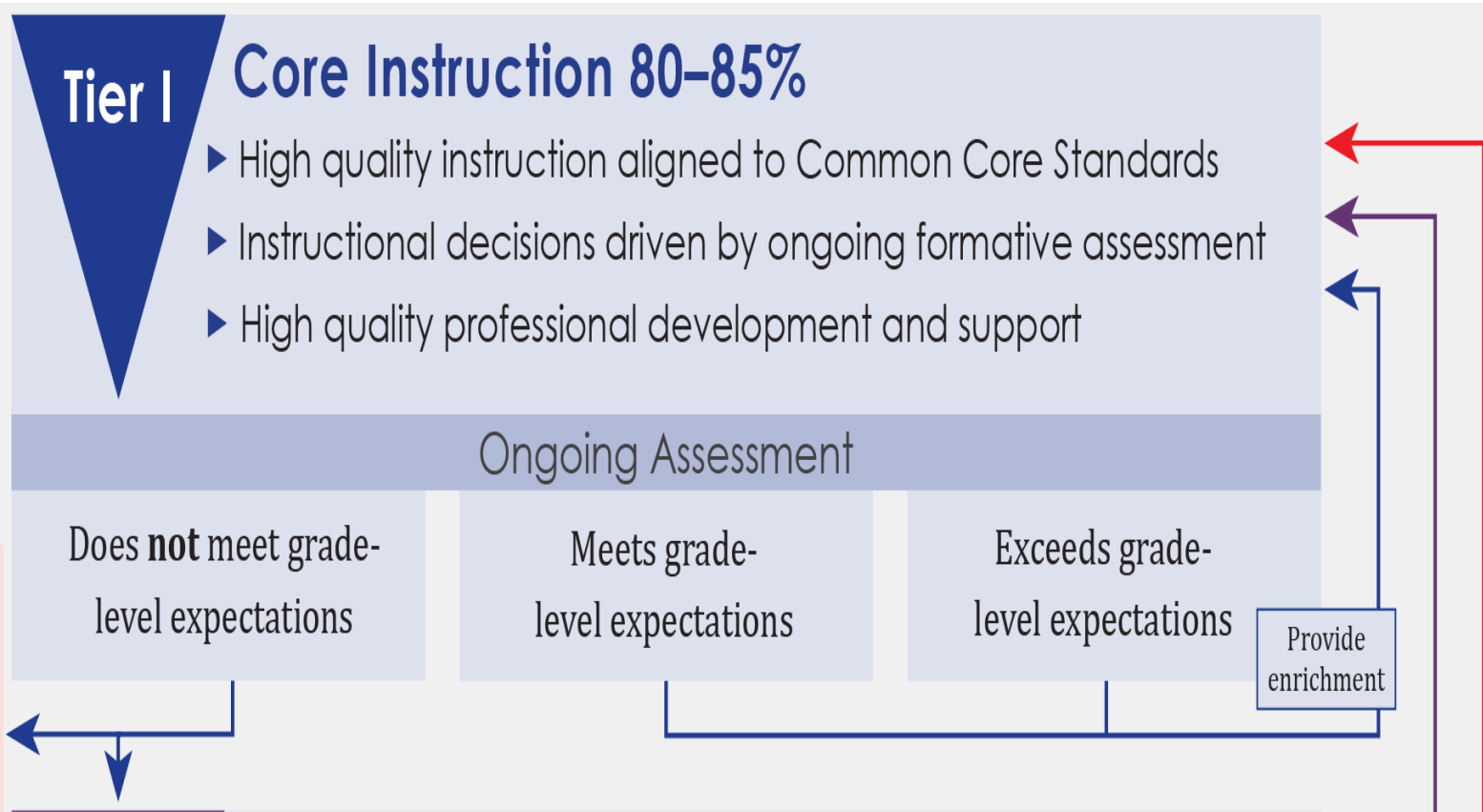
Ongoing Assessment

Does **not** meet grade-level expectations	Meets grade-level expectations	Exceeds grade-level expectations

Provide enrichment

If student is more than 1.5–2 years behind, may need Tier III intervention.

Tier II — Targeted Intervention 10–15%

▸ Addresses the needs of struggling and advanced students

▸ Additional time beyond time allotted for the core instruction

▸ High quality intervention matched to student-targeted area of need

▸ Provided by highly trained personnel

Progress Monitoring required for data-based decision making

Does **not** meet grade-level expectations

Meets grade-level expectations

Tier II Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.

- **8-10 data points** (if progress monitoring **every other week**) *OR* **10-15 data points** (if progress monitoring **weekly**) are needed to make a sound data based decision.

- Number of data points reflects empirical research required to make an informed data based decision.

- The intervention must have empirical evidence supporting its use in remediating the area of suspected disability (i.e., Basic Reading Skills).

- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit.

- Students may immediately require Tier III intensive intervention.
  - If students are below the 10th percentile or 1.5 to 2.0 grade levels behind.
  - Your data team should make these decisions on an individual basis.

- Students who are immediately placed in Tier III level intervention must receive the minimum number of recommended minutes of intervention.

- The purpose of immediately placing a student in Tier III intervention is to increase the **intensity** of the intervention, not to shorten the **duration** of the intervention period.

Tier III

Targeted Intervention 3–5%

▶ Addresses small percentage of struggling students

▶ More explicit and more intensive intervention targeting specific area of need

▶ Intervention provided by highly trained personnel

Progress Monitoring required for data-based decision making

Does **not** make significant progress

Makes significant progress

Consider possible need for Special Education referral after Tier II and Tier III interventions and fails to make adequate progress based on gap analysis.

Tier III Interventions

- A change in intervention will be considered within each tier before moving to the next tier of intervention.

- **8-10 data points** (if progress monitoring **every other week**) *OR* **10-15 data points** (if progress monitoring **weekly**) are needed to make a sound data based decision.

- Number of data points reflects empirical research required to make an informed data based decision.

- The intervention must be more intense than the intervention provided at Tier II.

- A **skills based** progress monitoring tool must be able to provide evidence that the student did not make a sufficient amount of progress in the area of deficit.

Student Screening: Does this require permission?

- Students may be screened by a specialist (e.g., school psychologist or reading specialist) at any time within the tiers to provide instructional and/or program planning information.

- Consent is not required for screenings that inform instruction/interventions within the tiers.

  Example: Phonics screening to determine specific interventions.

Initial Evaluations

- If data indicates a student's progress is not sufficient, then the team may obtain *Notice and Consent for Initial Evaluation.*

- The team must complete all evaluations and establish the student's eligibility for service within the initial evaluation timeline.

- The student **will remain** in intervention and **will continue to be progress monitored** while the requested evaluations are being completed.

- All information collected including the student's responsiveness to intervention will be a part of the student's eligibility determination.

TN SLD Definition Made Easy

Condition 1

Underachievement in:

Basic Reading Skills

Reading Fluency

Reading Comprehension

Written Expression

Mathematics Calculation

Mathematics Reasoning

+

Condition 2

RTI:
Insufficient response to scientific, research-based intervention.

+

Condition 3

Exclusionary Factors:
Conditions 1 and 2 are not primarily due to:
Visual, Hearing, or Motor Disability;

Intellectual Disability;

Emotional Disturbance;

Cultural Factors;

Environmental or Economic Disadvantage;

Limited English Proficiency; or,

Excessive Absenteeism.

Conditions:

- Condition 1- Underachievement

  - Substantiate inadequate achievement by completing an **additional measure** of achievement <u>after</u> student has received intervention and Initial Consent is obtained.

- Condition 2- Insufficient response to research based interventions

  - Conduct a **Gap Analysis**.

- Condition 3- Exclusionary factors

  - Rule out other causes for student's lack of response.

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- All re-evaluations for students with a Specific Learning Disability will be grounded in **progress monitoring data**.

- Existing data including ongoing assessments of progress and focused/diagnostic evaluations will be reviewed through the ***Re-evaluation Summary Report*** to determine if additional information is needed.

- A **gap analysis** will be completed and the student's **ROI** will be calculated in order to determine the amount of services/intervention required to close the achievement gap.

- The level of service required (special education versus general education) will be used to negate or substantiate continued eligibility.

What happens if a Parent Requests an Evaluation?

- The team must complete the agreed upon components of the evaluation within the initial evaluation timeline.

- The student may be eligible for services as a student with a Specific Learning Disability based **only** on the RTI² Framework.

  – No option to use discrepancy model.

- If the team lacks sufficient evidence to establish the student's eligibility for services:

  – the team may agree to **request an extension** of the evaluation timeline.

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OR

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  – the student will be made ineligible **until** sufficient data can be collected.

Consider this…Special Education is not a place!
It is the most Intensive Intervention!

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- **Students should receive research based interventions**

  – The student will remain in core, differentiated instruction (Tier I) within the general education curriculum to the **greatest extent possible**.

  – The same problem solving approach used in the general education RTI^2 framework will be used in special education.

  – Interventions will be tailored to the student in the area of identified disability, and progress toward their IEP goals will be monitored weekly or every other week.

  – If students fail to respond to interventions provided through special education, an IEP team meeting will be reconvened.

Consider this…Special Education is not a place! It is the most Intensive Intervention!

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- After the team determines an area of deficit, the student will receive a **research based** intervention in his or her **specific area of need**. Students will receive **progress monitoring** in the area of deficit and parents will be notified.

- Students receiving special education intervention will receive their intervention **outside** of core instruction to the **greatest extent possible**.

- Special education intervention will be the **most intensive** interventions provided.

- Students may receive intervention from **special education** and **general education** at the same time. Focus on the data!

- **EA's are used to help children access the core instruction. They are not the intervention.**

Dismissal from Special Education

- Students may move from special education interventions to general education interventions if there is sufficient evidence to suggest that the student no longer needs special education services.

- Movement from special education to general education will be supported by multiple sources of data including ROI, gap analysis, evidence of meeting IEP goals, and student need.

- The goal is for all students to be served at their level of need within the Least Restrictive Environment.

- The team will use the Re-evaluation Summary Report to gather all sources of information and make an eligibility determination.

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Response to Instruction & Intervention

Implementation Guide

Implementation Guide

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- Scheduled for release by the end of August

- Resources

  - Example schedules

  - Sample forms

  - Universal Screener and Intervention Rubrics

  - Guidance for data based decision making

  - Gap analysis and Rate of Improvement

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